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ABSTRACT

Guidelines are presented for using the "Handbook of College and University Trusteeship," a compendium of information relating to trustee responsibilities. The following components of a comprehensive program of trustee development are covered: new trustee orientation, annual board workshops and retreats, regularly scheduled board meetings, and committee meetings. For each component, a statement of purpose and a list of objectives and suggestions are included. In addition to the four major text sections, discussion questions and a topical index are provided to cross-reference material included in the "Handbook." Additional contents include the following: an illustrative orientation program; an example of a 3-year series of annual workshops or retreats; 10 modules pertaining to board meetings; and model meeting agendas for committees (i.e., finance, buildings and grounds, development, nominations, academic affairs, and student affairs). The 10 modules cover topics such as: the growing tension among various higher education segments, keeping invested funds in line with educational needs, improving financial report formats and the reporting system, the role of colleges in preparing students for the 21st century, and the adequacy of the plant for present and future needs. (SW)

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User's Guide to the Handbook of College and University Trusteeship

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by

Mary-Angela Harper

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Introduction

The trustees and regents of today's colleges and universities function in a complex and sophisticated academic world. It is therefore important that these leaders receive assistance which will help them to function effectively.

Fortunately, they now have access to a major resource, the *Handbook of College and University Trusteeship*, a 20-chapter, 514-page compendium of authoritative information relating to trustee responsibilities, edited by Richard T. Ingram (Jossey-Bass, 1980). The aim of this *User's Guide* is to help render the *Handbook* even more useful to those charged with programs of trustee education and development.

The *User's Guide* is designed to facilitate the *Handbook's* use in organizing and conducting such programs. It takes account of the fact that every board has an assortment of needs which arise at different times and which are best handled as various opportunities present themselves.

A comprehensive program of trustee development consists of four components, each of which addresses a specific need and requires its own planning, staffing, agenda, activities and form of appraisal. These components are:

- new trustee orientations
- annual board workshops and retreats
- regularly scheduled board meetings
- committee meetings.

While a successful program for trustee development calls for commitment by the entire board, more direct and specific involvement

will fall to the chief executive, chairperson, senior staff officers, committee chairpersons or perhaps to ad hoc committees comprised of all these individuals. These are the "users" addressed in this volume, and whom it hopes to "guide."

At the same time the *User's Guide* will provide individual trustees with ready-at-hand references and information on virtually all board problems. In addition to the four major text sections, suggested questions for discussion and a topical index are provided to cross-reference material included in the *Handbook*.

The content of the *User's Guide* is practical. Each section contains a brief statement of purpose and a list of objectives and helpful hints. It includes model programs. It provides assignments for advance reading in the *Handbook of College and University Trusteeship* and questions to enhance stimulating discussion of key topics.

For best and surest results, certain principles are worth observing:

- Recognize the role of the chief executive as the person most responsible for the board's education and development as an organization.
- Provide for a comprehensive and integrated program of trustee development which reflects a long- rather than short-term strategy.
- Place oversight responsibility for board development programs in one or more individuals or a board committee.
- Establish a calendar of pre-service and in-service session dates and times, and encourage trustee attendance.
- Set program goals and objectives which provide for increased understanding of the institution and of the responsibilities of trusteeship.
- Allow an adequate budget.
- Ensure board member involvement in planning and executing the program.
- Encourage advance preparation by the trustees.
- Provide for a summary record of the proceedings.
- Provide for post-workshop evaluation, using a simple instrument which identifies the trustee's understanding of the program's main purposes, and those segments of the program the trustee considered most and least valuable.

- Seek outside help in the form of a consultant, facilitator, discussion leader, observer.
- Provide every trustee with a copy of the *Handbook of College and University Trusteeship*.

Good trustees, more frequently than not, are made rather than born. This happens, not by magic or accident, but as the outcome of an intelligently planned program of trustee development.

Mary-Angela Harper
June, 1982

About the Author . . .

MARY-ANGELA HARPER is Executive Director of the National Association of Boards of Education and currently a member of several college and other types of governing Boards.

She received the Master and Doctorate degrees in philosophy from Georgetown University and the Doctor of Humane Letters from Belmont Abbey College. Chairman of the Department of Philosophy at Dunbarton College, she was also on the philosophy faculties of American University and Catholic University in Washington, D.C. She has written and lectured widely on the policy process at all levels of education, and is the author of *Ascent to Excellence in Catholic Education: A Guide to Effective Decision-Making*.

1. New Trustee Orientation

PURPOSE:

- To reduce the amount of time necessary for a new trustee to become an effective board member.

OBJECTIVES:

- To enable new board members to grasp the multiple responsibilities of trusteeship.
- To show new trustees how to go about discharging these responsibilities effectively.
- To help new trustees to fit congenially into their institution and board.

HELPFUL HINTS:

- Prepare and present new members with a "welcome" packet containing a friendly note of greeting from the chief executive officer and board chairperson, with affirmation of the talents he or she will bring to board deliberations. The note should also give assurance of help in discharging trustee responsibilities, beginning with a scheduled orientation program. The packet should include a calendar of future in-service sessions, along with a three-page summary of key institutional data, a copy of the board's constitution/bylaws and the trustee

audit, which can be xeroxed from the *Handbook's* appendix. Be careful, however, not to overwhelm new members with too much printed material. Additional information can be provided during and following the orientation program.

- Involve veteran trustees and board officers in planning and carrying out the orientation program as "sponsors" or "buddies" of new trustees, as presenters, and as discussion leaders. They probably remember what they needed as new trustees; what helped and what didn't in their own orientation.
- Provide the opportunity and enough time, for a comprehensive program consisting of informal discussions with veteran trustees, including but not limited to, the chairperson and the president; a tour of the campus; meetings with key faculty and student leaders; and attendance at a board meeting as an observer.
- Arrange for a briefing by the chairperson(s) and members of the new trustee's "preferred" committee(s).
- Encourage the new trustee to read through the trustee audit and to seek any necessary clarification when meeting with the chairperson and the president.
- Read Chapters IV and VI of the *Handbook of College and University Trusteeship*.
- Assuming your board belongs to AGB, make sure your new trustee is aware of *AGB Reports* and *AGB News Notes*.

Illustrative Orientation Program (1½ days)

Advance Reading Assignment:

"Responsibilities of the Governing Board," Chapter III, pp. 37-46.

"Participating in Policy Making and Management," Chapter VII, pp. 101-117.

Recommended Reading:

"Evolution of Lay Governing Boards," Chapter II, pp. 14-26.

"Toward Effective Trusteeship for the 80's," Chapter I, pp. 1-13.

Objectives:

- To identify the major areas of board and trustee responsibility.
- To promote appreciation of board-administration partnership.
- To deepen the knowledge of the institution and to familiarize with the "people components" (administrators, faculty, students, staff).

FRIDAY AFTERNOON

12:30 p.m. *Lunch* with chairperson and president to discuss informally the trustee audit and other questions relating to packet materials, and to familiarize new trustees with the "personalities" of the board and the academic community.

1:15 p.m. *Walking tour* of the campus, with scheduled drop-ins on key administrators.

3:00 p.m. *Coffee break* (with department heads and key faculty leaders).

4:00 p.m. *Free time* if desired for reading assigned chapters.

6:00 p.m. *Social hour* for all trustees.

7:00 p.m. *Dinner* with a presentation by the president (a mini- "state of the union" and preview of the coming year). Introduction of committee chairpersons, who give brief descriptions of their committee work, and answer questions from new trustees.

SATURDAY

7:30 a.m. *Breakfast presentation: "Major Responsibilities of Higher Education Trusteeship"* followed by questions and discussion.
Presenter and moderator: Guest mentor from another, similar institution.

10:00 a.m. *Coffee break*

10:30 a.m. *The Board's Responsibility for Student Well-Being*
Presenter and moderator: Chairperson, Student Affairs Committee.

Reading assignments: "Student Role in Institutional Government," pp. 203-209; students as constituency, p. 190; as consumers, pp. 159, 183; financial aid to students, pp. 314-315; satisfaction of students, pp. 417-418; services for students, pp. 168-169.

Discussion questions: See Appendix.

12:00 noon *Lunch,* with student organization leaders as special guests.

1:30 p.m. *The Board's Role in Ensuring Academic Excellence*

Presenter and moderator: Chairperson, Academic Affairs Committee.

Reading assignment: "Overseeing Academic Programs," Chapter X, pp. 173-188.

Discussion questions: See Appendix.

3:00 p.m. *Coffee break*

3:30 p.m. *The Board's Role in Institutional Development*

Presenter and moderator: Chairperson, Planning and Development Committee.

Reading assignment: "Engaging in Institutional Planning," Chapter IX, pp. 145-172.

Discussion questions: See Appendix.

5:00 p.m. *What Have We Learned?*

Reactions from new trustees, and a general evaluation of the program.

2. Annual Retreats or Workshops

PURPOSES:

- To provide the opportunity for trustees to get away from routine trustee business and gain time for reflection, and to achieve the psychic distance necessary for effective evaluation and planning.
- To supply an environment for renewing or deepening the sense of fellowship and community among board members.

OBJECTIVES:

- To improve trustee appreciation for and understanding of responsibilities in key-issue areas.
- To identify areas for improvement of board performance.

HELPFUL HINTS:

- Choose a time for the workshop when trustees are not occupied with routine business.
- Allow sufficient time.
- Give advance information on date and time. Put a spring workshop on the calendar of events given to trustees at the *first meeting of the academic year* and announce it at that meeting.

Then, enclose memory-joggers in mailings from time to time during the following months.

- Choose a site which is off-campus, comfortable, invites reflection and promotes discussion.
- Read Chapter VI, pp. 87-100, in the *Handbook*.

Illustration of a series of annual workshops or retreats (3 years)

YEAR ONE

Meeting time: Saturday following a regular spring board meeting.

Presiding: Trustee from a similar institution.

8:00 a.m. *Breakfast session:* Academic goals as they relate to the institution's mission statement

Presenter and moderator: Vice-president for Academic Affairs; Chairperson, Academic Affairs Committee.

Advance reading: "Overseeing Academic Programs," Chapter X, pp. 173-188. (See Appendix for discussion questions.)

10:00 a.m. *Coffee break*

10:30 a.m. *Discussion:* Current practices regarding resource procurement and management.

Presenter and moderator: Vice-president for Business Affairs; Chairperson, Finance Committee.

Advance reading: "Securing Resources," Chapter XIV, pp. 264-303. "Managing Resources," Chapter XVI, pp. 330-348. "Reporting Finances," Chapter XV, pp. 304-329.

Discussion questions: See Appendix.

12:30 p.m. *Lunch*

1:30 p.m. *Discussion:* Planning for Future Challenges.

Presenter and moderator: Vice-president for Development; Chairperson, Development Committee

Advance reading: "Engaging in Institutional Planning," Chapter IX, pp. 145-172.

Discussion question: See Appendix.

3:30 p.m. *Coffee break*

3:45 p.m. *Small group discussion* to assess board performance in areas presented and to reach a consensus on recommendations for improvement.

5:00 p.m. *Summary reports* from small groups and recommendations for future action.

YEAR TWO

Objectives:

- To deepen understanding of the complex nature of board-faculty relations.
- To identify ways and means of improving the board's achievements in this area.

8:00 a.m. *Breakfast session:* The Board-Faculty Partnership

Presenter and moderator: Chief officer of Faculty Senate; Chairperson, Academic Affairs Committee.

Advance reading: "Working with Faculty and Students," Chapter XI, pp. 189-209.

Discussion questions: See Appendix.

10:00 a.m. *Coffee break*

10:30 a.m. *Managing Human Resources*

Presenter: "Outside" resource person.

Moderator: Chairperson, Academic Affairs Committee.

Advance reading: "Setting Tenure and Personnel Policies," Chapter XII, pp. 210-244.

Discussion questions: See Appendix.

12:30 p.m. *Lunch*

1:30 p.m. *Living with Academic Collective Bargaining*

Presenter: "Outside" Resource person.

Moderator: A trustee.

Advance reading: "Responding to Unionism," Chapter XIII, pp. 245-263.

Discussion questions: See Appendix.

3:30 p.m. *Coffee break*

3:45 p.m. *Small group discussion* to evaluate and to make recommendations for improvement in the areas presented.

5:00 p.m. *Summary reports* from small groups and recommendations for future action.

YEAR THREE

Objectives:

- To promote better understanding of the board's responsibility for self-study and accountability.
- To assess the board's performance as an organization.

Advance Preparation Assignment: Fill out and return the *Self-Study Criteria* to the president's office. (See Appendix in the *Handbook.*)

8:00 a.m. *Breakfast session. Institutional Assessment Begins with the Board*

Presenter: Resource person from AGB.

Moderator: A trustee.

Advance reading: "Studying Board Effectiveness," Chapter XVIII, pp. 363-376.

Options:

A. *Self-study* questionnaire to be completed by each trustee; summarized and reported as determined by the board.

B. *Discussion questions:* See Appendix.

10:00 a.m. *Coffee break*

10:30 a.m. *Assessing the Chief Executive's Performance*

Presenter: CEO from a similar institution.

Moderator: A trustee.

Advance reading: "Reviewing Presidential Leadership," Chapter XIX, pp. 377-404.

Discussion questions: See Appendix.

12:30 p.m. *Lunch*

1:30 p.m. *The Measure of the Institution: A Report on the Results of the Self-Study, with Review of Their Significance and Implications.*

Presenter: Resource person from AGB.

Moderator: Board chairperson.

Advance reading: "Assessing Institutional Performance," Chapter XX, pp. 405-422.

Discussion questions: See Appendix.

3:45 p.m. *Small group discussions* of board's self-study.

5:00 p.m. *Summary reports* from small groups and consensus on priorities for future review and action.

NOTE: AGB's Board-Mentor Program provides access to experienced trustee discussion leaders who can assist with self-study workshop agendas. For more information, write or phone AGB.

3. Board Meetings

PURPOSE:

- To stimulate trustee growth and development through the use of reserved time at regularly scheduled board meetings.

OBJECTIVES:

- To provide expanded, updated and current information on issues and problems, and on changing facts and conditions.
- To build upon and extend the trustees' basic skills and competencies.

HELPFUL HINTS:

- Remind board members regularly of the uniqueness of educational trusteeship and of the importance of ongoing, in-service education.
- Stress in pre-meeting communications that opportunities for the use of board meeting time is for the convenience of busy trustees who do not have time for "extra" meetings.
- Read Chapters I, pp. 1-13, and XX, pp. 403-422, of the *Handbook*.

MODULE I

Issue: *Growing Tension Among Various Segments of Higher Education*

Problem: How is it possible to balance the tension between the benefits of interinstitutional goodwill and cooperation and the increased competition for funds and students?

Objectives:
- To explore the potential benefits of consortia and other organizations that build bridges between competing institutions.

Readings: Pp. 8, 11, 155-157, 292, 294, 296.

Reflection Points:
- Are "competition" and "cooperation" irreconcilable?
- What are the possible opportunities for and benefits from cooperation with other institutions in our area?
- Is it realistic to expect that the "cooperating" institutions will benefit equally?

PROGRAM FORMAT

Presiding Trustee: Board chairperson (or appropriate committee chairperson).

First Hour *Presentation by chief executive officer:* twenty-minute explanation of how the institution currently relates to other institutions in the area, and to state and national agencies.

General discussion and questions on the presentation.

Second Hour *Focused discussion* based on the following questions:
- What are the applications to our situation of the ideas on this issue as presented in the *Handbook* readings?
- How do they relate to our situation as described by the chief executive officer?
- What are the implications of both for our board?
- What courses of action seem to be indicated?

MODULE II

Issue: *Critical Significance of Good Leadership Which is Necessarily Diffused in Colleges and Universities*

Problem: How to promote effective leadership in administration, faculty and students?

Objectives:
- To identify key leadership groups and individuals and ways of developing high quality performance, especially in, but not limited to, the president.
- To deepen understanding of "collegial leadership" while at the same time reinforcing the board's role in governance.

Readings: Pp. 53, 74, 109-115, 121, 168, 169, 173-209, 374, 375, 377-404, 472-473.

Reflection Points:
- How can trustees promote their own credibility as educational policymakers while also encouraging and promoting faculty leadership?
- How can the board reassure students that their insights and experiences are valued and given serious consideration by the administration and the trustees?

PROGRAM FORMAT

Presiding Trustee: Chairperson, Academic Affairs Committee.

First Hour *Presentation by the academic vice-president:* twenty-minute briefing on the current situation of the institution on the issue.

General discussion and questions on the presentation.

Second Hour *Focused discussion* based on the following questions:
- What are the applications to our institution of the ideas contained in the readings?
- How do they relate to our situation as described by the academic officer?
- What are the implications of both for our board?
- What courses of action seem to be indicated?

MODULE III

Issue: *Keeping Invested Funds in Line with Educational Needs*

Problem: How to oversee investments in a time of inflationary economy and a fluctuating financial market?

Objectives:
- To evaluate the institution's investment performance for the past decade.
- To match foreseeable returns against foreseeable needs.

Readings: Pp. 23-24, 38-40, 56, 115, 245, 264-302, 337-343, 350-352, 359-360, 407-411.

Reflection Points:
- How does the degree of prudence required for the discharge of this responsibility vary according to the nature of the funds-source?
- How does the investor act prudently in the light of today's financial market and the escalating needs of the institution?
- Is current board policy in need of revision as a guide to future investment decisions?

PROGRAM FORMAT

Presiding Trustee: Chairperson, Investment or Finance Committee.

First Hour *Presentation by chief finance officer:* twenty-minute explanation of the institution's current investment portfolio and a summary of financial projections.

General discussion and questions on the presentation.

Second Hour *Focused discussion* based on the following questions:
- What are the applications to our institution of the ideas set forth in our readings?
- How do they relate to our situation as explained by the finance officer?
- What are the implications of the above for our board?
- What courses of action seem to be indicated?

MODULE IV

Issue: *How to Improve our Financial Report Formats and Reporting System*

Problem: How to increase trustee understanding of our institution's financial management system, fiscal health and planning?

Objectives:
- To deepen the trustees' understanding of the application of fund-accounting to our financial statements and reports.
- To increase appreciation for the interrelationship among key fiscal elements (e.g., tuition, income and salaries, etc.) and between institutional costs and central administration costs.

Readings: Pp. 150, 304-329, 476-477.

Reflection Points:
- How can our financial reports be improved to better reflect actual fiscal health as a guide to better fiscal planning?
- What are the national trends that affect management in higher education?

PROGRAM FORMAT

Presiding Trustee: Chairperson, Finance Committee.

First Hour *Presentation by chief finance officer:* twenty-minute explanation of institution's accounting/budgeting system.

General discussion and questions on the presentation.

Second Hour *Focused discussion* based on the following questions:
- What ideas contained in the readings have significance for our institution's financial management and reporting system?
- How do they relate to our situation as described in the chief finance officer's presentation?
- What are the implications of both of the above for our board?
- What courses of action seem to be indicated?

MODULE V

Issue: *The Responsibility of Higher Education to Adequately Prepare Students for the 21st Century*

Problem: How to ensure effective response to the educational needs of the institution's constituencies and to society?

Objectives:
- To raise consciousness regarding the need for creative policy direction for academic programs.
- To identify possible future actions of the board to address the 21st century.

Readings: Pp. 148, 150, 158-165, 470-471.

Reflection Points:
- What are some projected future student needs for life in the 21st century?
- What are some of the projected needs of society in the 21st century?

PROGRAM FORMAT

Presiding Trustee: Chairperson, Student Affairs Committee.

First Hour *Presentation by dean of students or academic dean:* twenty-minute explanation of projected societal and academic life in the early 21st century.

General discussion and questions on the presentation.

Second Hour *Focused discussion* based on the following questions:
- What do the assumptions and projections, as set forth in the readings and the presentation, mean about the shape of our institution in the future?
- What are the implications of these projections for our board?
- What courses of action seem to be indicated?

MODULE VI

Issue: *Adequacy of the Plant for Present and Future Needs*

Problem: How to provide effective planning for physical facilities?

Objectives:
- To reconcile the board's vision of the future and the capability of the institution's physical plant to implement that vision.
- To encourage planning for adequate facilities for the immediate future.
- To review current deferred maintenance and to discuss plans for reducing or eliminating it.

Readings: Pp. 40, 166-167, 345-347, 373.

Reflection Points:
- What are likely technological changes in the foreseeable future?
- How does the condition of our buildings affect the attitudes and morale of the people using them?

PROGRAM FORMAT

Presiding Trustee: Chairperson, Building and Grounds Committee.

First Hour *Presentation by chief staff person for maintenance:* twenty-minute description of the general condition of physical facilities, state of deferred maintenance and energy conservation needs.

General discussion and questions on the presentation.

Second Hour *Focused discussion* based on the following questions:
- What future implications are revealed by the readings and the presentation?
- What are the implications for our board?
- What courses of action seem to be indicated?

MODULE VII

Issue: *How Higher Education can Cope with Our Litigious Times*

Problem: Are current institutional policies and procedures in tune with current legal advice vis-a-vis governmental regulation and risk-management principles?

Objectives:
- To inform the trustees of current legal issues and requirements.

- To facilitate assessment of the institution's compliance.
- To alert trustees to the possibilities of future legal problems.
- To discuss preventive law and liability insurance needs.

Readings: Pp. 5-7, 294-296; *Related readings:* pp. 229-231, 243, 246-247, 349-362.

Reflection Points:
- Are legal problems likely to be fewer or more numerous in the future, and with what impact?
- Are our policies adequate and are the institution and board adequately insured?

PROGRAM FORMAT

Presiding Trustee: A lawyer-member.

First Hour *Presentation by the institution's legal counsel or other authority on the laws and judicial findings affecting higher education:* thirty-minute briefing on current situation and summary analysis.

General discussion and questions on the presentation.

Second Hour *Focused discussion* based on the following questions:
- What are the implications of our information for the future of our institution?
- What are the implications for our board?
- What actions seem to be indicated?

MODULE VIII

Issue: *Congruity between Tenure Practices and Current/Future Needs of the Institution*

Problem: How to exercise critical leadership on tenure issues?

Objectives:
- To deepen understanding of the rationale for tenure.
- To deepen understanding of the benefits and adverse effects of tenure practices.
- To explore alternative practices.

Readings: Pp. 210-244, 473-474; *Related readings:* pp. 193-203, 227-228, 245-263.

Reflection Points:
- How does tenure compare to seniority and job security provisions in industry or government?
- What are some alleged "threats" to academic freedom?
- Are our current policies adequate for the future?

PROGRAM FORMAT

Presiding Trustee: Chairperson, Academic Affairs Committee.

First Hour *Presentations by the chief academic officer and president of the faculty senate:* thirty-minute explanation of tenure policies and practices at the institution.

General discussion and questions on the presentation.

Second Hour *Focused discussion* based on the following questions:
- What are the current and projected tenure statistics for our institution and what are the implications?
- Do the ideas in the readings parallel the policies and practices at our institution?
- What are the implications of this information for the board?
- What courses of action seem to be indicated?

MODULE IX

Issue: *Board Oversight Responsibility for Involvement in Planning*

Problem: How to monitor the planning process?

Objectives:
- To increase the trustees' awareness of the necessity of long-range planning.
- To intensify their commitment to planning and their responsibility to ensure the adequacy of the institution's goals and objectives.

Readings: Pp. 145-172; *Related readings:* pp. 470-471.

Reflection Points:

- How useful are outside resource people in long-range planning?
- What lessons from planning in business or industry can be applied to long-range planning for higher education?
- How and where do trustees fit into the planning process?

PROGRAM FORMAT

Presiding Trustee: Chairperson, Development or Planning Committee.

First Hour *Presentation by chief planning officer;* twenty-minute description of the institution's current planning activities.

General discussion and questions on the presentation.

Second Hour *Focused discussion* based on the following questions:

- Do the ideas in the readings parallel the policies and practices in our institution?
- What are the implications of this information for the board?
- What courses of action seem to be indicated?

MODULE X

Issue: *Academic Excellence and Our Institution*

Problem: How to exercise vigilance regarding academic excellence?

Objectives:

- To promote better understanding of the constituent elements of academic excellence (its definition).
- To deepen the trustees' appreciation of the board as leader in developing and maintaining academic excellence.

Readings: Pp. 173-188, 405-422.

Reflection Points:

- Is excellence in academics a value in competition with other values, or is it one of overriding priority?

- Is it possible to have excellence in academics and not have it in other aspects of the institution?

PROGRAM FORMAT

Presiding Trustee: Chairperson, Academic Affairs Committee.

First Hour *Presentation by the chief academic officer or president:* twenty-minute summary and historical account of the institution's posture regarding excellence, and the ways and means undertaken to achieve it.

General discussion and questions on the presentation.

Second Hour *Focused discussion* based on the following questions:

- What changes have occurred in the academic program in the past five years?
- Has the institution's public position on academic excellence been effectively reflected in its policies, programs and public relations?
- What are the implications of this information for the board?
- What courses of action seem to be indicated?

4. Committee Meetings

PURPOSE:

- To provide trustee committees with assistance that can both improve committee work and help educate new committee members.
- To offer suggestions to committee chairpersons and key staff members interested in strengthening committee agendas and meetings as opportunities for trustee education and development.

OBJECTIVES:

- To identify the committees' areas of responsibility.
- To suggest desirable committee composition and staffing.
- To catalog issues of concern to the committees.
- To provide handy information references on these issues.
- To facilitate action by providing a model meeting format.

HELPFUL HINTS:

- Insure that each committee has a clear statement of function and purpose.
- Remember that the function of a board committee is fact-seeking, deliberative and advisory, and that final decisions are made by the full board.

- Insist on first-rate staffing by appropriate administrative personnel. This means receiving all the information and other resources (statistical data and personal contacts) needed by the committee to discharge its responsibilites.
- Avoid involvement in the administrative tasks connected with the committee's work.
- Enrich committee membership with "outside" expertise, including faculty and student leaders.
- Develop a sensitivity to the policy dimensions of issues before the committee, and consider possible policy implications which might require board action.
- Provide the full board with regular, focused reports which summarize, but do not reproduce, the work of the committee.
- Read Chapter V, pp. 65-76, of the *Handbook of College and University Trusteeship*.

FINANCE COMMITTEE

Reading Assignment: Pp. 75, 166, 304-348, 416-417.

Responsibilities:

- To monitor and evaluate all financial decisions of the board with respect to their consistency with the institution's mission and purpose.
- To review the institution's plan and projected costs necessary to meet stated goals and objectives.
- To provide for timely and comprehensible financial reports to the board.
- To determine whether adequate resources are available from tuition and all other sources to meet institutional obligations.
- To recommend board actions, in the event of insufficient resources, to adjust plans or to raise additional revenue.
- To monitor all restricted funds.
- To review the operating budget process and the revenue/expenditures estimates and recommend annual budgets for board approval.
- To be informed about financial trends and projections.
- To review the financial implicatons of all educational policies.

Membership: Trustees with special financial skills; other trustees on a rotating basis.

Staff: The chief financial officer and key associates.

Selected Issues:

- Tuition levels and their impact on student recruitment.
- Effective forms of financial reporting.
- Desirability of an annual balanced budget as top priority.
- Acceptable percentages of total budget derived from tuition, gifts, endowment income, auxiliary enterprises, etc.
- Appropriate income level from auxiliary services.

Subcommittee on Investments:

- The performance of investment managers.
- Pros and cons of a "total return" approach as an investment policy.
- Most desirable division between stocks, bonds and short-term investments.
- Effective investment in cash.
- Acceptable performance on the part of the investment agencies.

MODEL MEETING AGENDA A

I. Action Items (recommendations for full board action)

- Proposal to approve an increase in tuition to meet next year's operating costs.
- Proposal to meet financial costs of new programs recommended by the academic committee.

II. Discussion Items (monitoring of financial affairs)

- Report from chief finance officer; succinctly written update, sent in advance for discussion by the committee members.
- Review of board's financial reporting procedures.
  Advance reading: Chapter XV, pp. 304-329.
  Discussion questions: See Appendix.

- Review of fundraising activities.

  Advance reading: Chapter IV, pp. 264-303.

  Discussion questions: See Appendix.

MODEL MEETING AGENDA B

I. Action Items

- Proposal to recommend authorization of funds to modernize athletic facilities, upon recommendation of Buildings and Grounds Committee.
- Proposal to recommend authorization of funds for initiation of night program in educational administration, upon recommendation of Academic Affairs Committee.

II. Discussion Items

- Summary update by chief finance officer; written report sent in advance of discussion by committee members.
- Review of financial implications of the institution's new long-range plan in the light of realistic trends and projections.

  Advance reading: Chapter I, pp. 1-13.

  Discussion questions: See Appendix.
- Review of income-generating pattern of institution's auxiliary enterprises.

  Advance reading: Chapter XIV, pp. 263-303; Chapter XV, pp. 304-329.

  Discussion questions: See Appendix.

BUILDINGS AND GROUNDS COMMITTEE

Reading Assignment: Pp. 166-167, 345-346, 373, 416-417.

Responsibilities:

- To monitor plant and grounds management.
- To identify physical needs requiring board action.
- To monitor energy costs and conservation measures.
- To establish priorities among these needs.
- To recommend fund disbursement to meet needs.

- To review requests for physical expansion, renovation and maintenance.

Membership: Trustees with expertise in construction, technology, real estate, etc.; all other trustees on a rotating basis.

Staff: Chief finance officer.

Selected Issues:

- Annual provision for the maintenance and replacement of equipment.
- Land acquisition or disposition policies for the institution.
- Anticipation of future building needs.
- Desirable level of plant maintenance.
- Government contracts and mortgage regulations.

MODEL MEETING AGENDA A

I. Action Items

- Proposal that the board provide for large-scale modernization of current plant facilities.
- Proposal that the board declare a two-year building moratorium in order to allow for evaluation and realistic adjustments of the institution's five-year economic projections.

II. Discussion Items

- Summary update by business officer; report mailed in advance for discussion by committee members.
- Evaluation of board's current policy on plant and grounds maintenance.

  Advance reading: Chapter XIV, pp. 345-348.

  Discussion questions: See Appendix.

MODEL MEETING AGENDA B

I. Action Items

- Proposal that the board approve a campus beautification program.

- Proposal that the board authorize an "energy audit" for the institution.

II. Discussion Items

- Summary update by chief business officer; report mailed in advance of discussion by committee members.
- Physical expansion possibilities in light of the institution's development and capital campaign goals.

  Advance reading: Chapter XIV, pp. 264-303, 166-167.

  Discussion questions: See Appendix.

DEVELOPMENT COMMITTEE

Reading Assignment: Chapter IX, pp. 145-172; Chapter XIV, pp. 75-76, 273-274, 373, 416-417.

Responsibilities:

- To review the institution's development processes and activities.
- To help the board set institutional fund-raising goals and to evaluate results.
- To monitor and assess programs for upgrading or sustaining the institution's public image.

Membership: All trustees on a rotating basis.

Staff: Vice-president for development; public relations officer.

Selected Issues:

- Interrelationship of mission and long-range planning.
- Characteristics by which the institution should be known.
- Nature of the institution's constituencies.
- Quality of the institution's public image.
- Reasonable goals for the fund-raising program.
- Board participation in money-raising programs.
- Quality of commuications with various constituencies, e.g., alumni, business, parents, etc.

MODEL MEETING AGENDA A

I. Action Items

- Proposal that the board approve revision of the institution's mission statement as the basis for next year's development program.
- Proposal that the board provide more adequate funding in the annual budget to strengthen the development program.

II. Discussion Items

- Summary update of vice-president for development; report mailed in advance of discussion by committee members.
- Major elements of an effective development program.
  Advance reading: Chapter XIV, pp. 264-302.
  Discussion questions: see Appendix.
- Educational priorities in planning and development.
  Advance reading: Chapter X, pp. 173-188.
  Invited guests: Members of the Academic Affairs Committee and the vice-president for academic affairs.
  Discussion questions: See Appendix.

MODEL MEETING AGENDA B

I. Action Items

- Proposal to the board that it authorize a feasibility study for a capital campaign to provide for future institutional development.
- Proposal to the board that it approve the retention of a professional development firm to assist with the capital campaign.

II Discussion Items

- Update by vice-president for development; report mailed in advance of discussion by committee members.
- Evaluation of communications with the institution's various constituencies.
  Advance reading: Chapter XIV, pp. 289-296.
  Discussion questions: See Appendix.

- Evaluation of (a) the alumni program goals (b) the quality of alumni relations with the institution (c) record of alumni support.

  Advance reading: Pp. 19, 54-55, 272, 274, 282, 290.

  Invited guests: Officers of the alumni association.

  Discussion questions: See Appendix.

NOMINATING COMMITTEE

Reading Assignment: Chapter IV, pp. 47-62, 71, 88, 122-126, 142.

Responsibilities:

- To develop criteria for board membership.
- To monitor board composition to assure maximum expertise in all areas of board responsibility and appropriate representation of constituencies.
- To identify and cultivate first-rate candidates for future board election.
- To ensure adequate orientation and development of trustees.
- To oversee the assessment process of individual trustees as terms expire and renewals are considered.

Membership: All trustees on a rotating basis; officers of the Executive Committee.

Staff: President or chancellor.

Selected Issues:

- Criteria for composition of the board.
- Identification and cultivation of prospective members.
- Recruitment of prospective members.
- Effective initiation to the work of the board.
- Effective in-service training program.
- Desirability of a rotation system for committee and board membership.

MODEL MEETING AGENDA A

I. Action Items

- Proposal to the board of qualifications and criteria for board membership.
- Proposal for board approval of a rotation plan for board membership.
- Proposal for board approval of a statement of trustee responsibilities, to be used in trustee recruitment and self-assessment.

II. Discussion Items

- Summary update by president.
- Recruitment of future members.
  Advance reading: Chapter IV, pp. 47-62.
  Discussion questions: See Appendix.
- Board self-evaluation and trustee assessment.
  Advance reading: Chapter XVIII, pp. 363-376.
  Discussion questions: See Appendix and trustee audit in the Handbook, pp. 423-427.

MODEL MEETING AGENDA B

I. Action Items

- Proposal for approval of comprehensive board development program.
- Proposal for adequate funding for board development program.

II. Discussion Items

- Summary update by president; report mailed in advance of discussion by committee members.
- New trustee needs.
  Advance reading: Chapter IV, pp. 47-52.
  Discussion questions: See Appendix.
- Ongoing in-service needs.
  Advance reading: Chapter V, pp. 63-86.
  Discussion questions: See Appendix.

ACADEMIC AFFAIRS COMMITTEE

Reading Assignment: Pp. 71-73, Chapter X, pp. 173-188; Chapter XI, pp. 189-209; Chapter XII, pp. 210-244; Chapter XIII, pp. 245-263; pp. 416-417.

Responsibilities:

- To make recommendations for board leadership in academic policy development regarding:
  - — academic mission, purpose, plans and goals
  - — ongoing, new and special programs
  - — student recruitment
  - — admissions criteria
  - — faculty personnel issues.
- To propose candidates for awards and honorary degrees.

Membership: Trustees with academic backgrounds; all trustees on a rotating basis; *ex officio* faculty and student representatives.

Staff: Academic vice-president/provost.

Selected Issues:

- Selection criteria to attract faculty who can most effectively contribute to the institution's mission.
- Maintenance of intellectual vitality of faculty.
- Maintenance of good student relations.
- Academic counseling for students.
- Relevance of academic programs.
- Balanced academic programs.
- Adequate faculty salaries during a period of inflation.
- Faculty development program.
- Guidelines for promotion and tenure appointments.
- Retirement policies.
- Athletics: student eligibility and priority rank among other student needs.
- Admissions policy/requirements.

MODEL MEETING AGENDA A

I. Action Items

- Proposal to institute graduate program in business administration.
- Proposal for bestowing honorary degree upon local museum curator, who has promoted art appreciation among city's disadvantaged children.

II. Discussion Items

- Update on status of academic affairs by academic vice-president; written report mailed in advance of discussion by committee members.
- Processes and procedures for faculty appointment and promotion.

  Advance reading: Chapter XII, pp. 210-244.

  Invited guests: Faculty leaders.

  Discussion questions: See Appendix.
- Review of current policies/procedures on faculty development.

  Advance reading: Pp. 332-333, 347-348.

  Discussion questions: See Appendix.

MODEL MEETING AGENDA B

I. Action Items

- Proposal for approval of general criteria to be used in faculty hiring.
- Proposal for modification of admissions policy to provide for students who have weak records of secondary level educational achievement, but who manifest strong potential.

II. Discussion Items

- Update by academic vice-president with respect to trends in enrollment, teaching load, class size, faculty-student ratios, regular and adjunct faculty ratios.
- Processes used for faculty evaluation.

  Advance reading: Chapters XI, pp. 189-209; XII, pp. 210-244.

  Discussion questions: See Appendix.

- Ongoing review of academic program.

  Advance reading: Chapter X, pp. 173-188.

  Invited guests: Corporate representatives interviewing graduates for jobs.

  Discussion with guests focused on success of graduates in various occupational fields; may also be based on questions in the Appendix.

STUDENT AFFAIRS COMMITTEE

Reading Assignment: Pp. 72-75, Chapter X, pp. 189-209, 416-417.

Responsibilities:

- To assess and recommend policy considerations to the board in nonacademic areas of student life.
- To maintain continuing relationship with student groups.

Membership: All trustees on a rotating basis: *ex officio* student and faculty representatives.

Staff: Chief student affairs officer; dean of students; counselor(s).

Selected Issues:

- Relationship of student affairs program to the mission of the institution.
- Student organizations, especially student government.
- Financial involvement of the institution with student programs.
- Student accountability for these programs.
- Student publications.
- Adequacy of recreational resources on and off campus.
- Student participation in athletics.
- Student due process and conflict resolution procedures.
- Recommendations on policies governing convocations, assemblies, speakers.
- Range, organization and quality of student services, especially counseling.
- Priorities for funding of student services.

MODEL MEETING AGENDA A

I. Action Items

- Proposal for board approval of strengthened programs of psychological and career counseling.
- Proposal for expansion of student athletic program.

II. Discussion Items

- Update on student affairs by dean of students; written report mailed in advance for discussion by committee members.
- Adequacy of student housing.

  Invited guests: Student leaders, housing officer, members of the plants and grounds committee.
- Calendar of events for board-student interaction (e.g., luncheons, student socials, etc.).

MODEL MEETING AGENDA B

I. Action Items

- Proposal to increase work-scholarship assistance to students.

  Invited guests: Members of the finance committee.
- Proposal to provide for improvement of on-campus social facilities.

  Invited guests: Members of the Plant and Grounds Committee.

II. Discussion Items

- Update by dean of students; written report mailed in advance of discussion by committee members.
- Consistency of student affairs programs with institution's mission.

  Advance reading: Chapter XI, pp. 189-209.
- Review of current procedures for student grievance and conflict resolution.

  Invited guests: Student leaders.

5. Suggested Questions for Discussion

NEW TRUSTEE ORIENTATION

Responsibilities of the Governing Board

- Can trustees, as non-educators, really govern an educational institution?
- Of the board's twelve "official" responsibilities (listed by John Nason, *Handbook,* Chapter III), which are primary and which are "secondary," given time limitations?
- Do all segments of the academic community have to be involved in a presidential search?
- Does board "support" of its chief executive officer mean it should "rubber stamp" most or all presidential judgments, recommendations and decisions? Are there other dimensions to the idea of support?
- Is it possible for the board to monitor presidential actions without intruding into administration?
- If all the various constituents of the institution must be involved in identifying its purpose, does this mean there must be agreement on a new mission statement among all those participating in the process?

- What happens if the board does not respond favorably to the long-range plans presented by the president?
- Does it make good common sense for trustees to focus their attention on buildings and finances, and leave the highly technical area of educational policymaking to the president, administration and faculty?
- In carrying out its financial responsibilities, does the board inevitably overstep the line between policy and administration to participate directly in managerial matters?
- Is it possible for a board to both serve society and respond to the educational needs and requests of its constituencies without sacrificing the institution's autonomy and independence?
- How should a trustee manage a problem of personal disagreement with the majority position of the board?
- To what extent, and how, should the institution become involved with the community?
- In serving as a court of appeal, should a board make judgments beyond assuring that its established processes, procedures and guidelines have been followed?
- Is it appropriate or desirable for any "outsiders" to participate in the board's self-evaluation?

Participating in Policy Making and Management

- How does a board exercise its responsibility for overseeing the entire institution without interfering with the administration?
- What are the dimensions of the chief executive officer's accountability to the board?
- Are the managerial responsibilities of the board largely subsumed in selecting and supporting the president?
- Is it desirable or necessary for trustees to assume that the educational policy and curriculum determinations are the exclusive province of the faculty, and should not be trespassed by the board?

RETREATS OR WORKSHOPS

Overseeing Academic Programs

- Is our mission a useful guide to institutional planning and board policy decisions?
- Are the academic goals consistent with that mission?
- Are current programs and courses of study relevant to our mission and academic goals?
- In hiring faculty, how are the institution's needs matched with candidates' professional and personal attributes?
- To what extent and how accurately does the institution communicate its academic purposes and demands to potential students?

Planning for Future Challenges

- What are the "internal assumptions" on which our current plan is based? What are the "external assumptions"?
- Is our current plan based on realistic assumptions and does it cover the key issues?
- What impact on the institution can we anticipate from inflation and rising operating costs? from future sources of support? from changing enrollment patterns?
- What impact can we anticipate from the changing character of traditional college-age students?
- What impact can we anticipate from the growth of parallel educational programs offered by business and the armed forces? from the availability of new ways of learning? from the "back to basics" movement in education?
- Given the "external" conditions (e.g., world, national, local community, educational community), what is our *realistic* judgment regarding the current strengths and needs of our institution?
- Has the plan incorporated the views of the institution's main constituencies?
- Are these constituencies familiar with and supportive of the plan?
- Is our monitoring of the plan best accomplished by individual committees, by a special planning committee, or by the board as a whole?

The Board-Faculty Partnership

- Is our relationship with the faculty one of partnership based on common interest in the institution's welfare, and on determination of issues by consensus-building? Or is it one of competition, which involves interest formulation, power struggle and decision-making by compromise?
- Do we maintain that the faculty has "primary" responsibility for curriculum, instruction, degree requirements, etc.? And if so, what do we understand by this statement?
- What do we consider adequate, appropriate and effective involvement of faculty in institutional governance?
- Do we have full and effective communication channels between board and faculty?
- Is our formalized complaint and grievance machinery effective?
- What do we consider acceptable off-campus political behavior by the faculty?
- What do we consider acceptable personal on-campus behavior by faculty regarding dissent or protest of institutional decisions?

Managing Human Resources

- How do we feel about the judgment that "the quality of the faculty and the quality of the university are synonymous" (p. 210)?
- What has been the impact of federal and state legislation, regulations and procedures on the character of our faculty, and on the flow of personnel up, through, into, and out of our institution?
- How do we feel about the financial implications of this statement?
- How strong is our capability to provide for necessary/desirable program modifications and other changes that require personnel changes?
- If we were starting from ground zero, would we consider approval of a tenure system consistent with the long-range plans and objectives of our institution?
- How do we feel about the relative importance of teaching, scholarship and service as criteria for the granting of tenure?

- How do we feel about the relative importance of teaching, scholarship and service as criteria for the granting of tenure?
- Is an early retirement plan a viable option for accelerating faculty flow and avoiding "tenure density"?

Living With Academic Collective Bargaining

- Is collective bargaining necessarily incompatible with our concept of good academic governance and administration?
- Must collective bargaining render our decision-making process more regulated and formalized?
- Is polarization of administration, faculty and student leadership an inevitable consequence?
- Does academic collective bargaining parallel industrial collective bargaining?
- What is a board's proper and most effective role in campus labor negotiations and in faculty grievances?
- Does our institution need to have a strike plan and a plan of operations?

Evaluation Begins with Board Self-Study

Option A: Self-study questionnaire based on model Resource B, pp. 428-439, in the *Handbook of College and University Trusteeship*.

Option B: Open discussion questions based on selected criteria of good trusteeship:

- How well have we plotted the course of our institution, and how effectively is the plan articulated in our mission statement?
- How clearly do our goals and objectives reflect this statement?
- Have we set required educational policies which respond effectively to manifest needs?
- Have we refrained from interfering with their implementation?
- Have we provided for needed facilities and safeguarded investments in these properties?
- Have we secured financial resources for the adequate operations of the institution?
- Have we supervised effectively the fiscal management of our institution?

- Have we effectively attracted monies from the various potential funding sources, including parents, alumni, affluent individuals, foundations, corporations and businesses, federal, state and local governments?
- Have we provided for a full range of expertise among our membership?
- Have we, as individual trustees, contributed time, money and effort to the full extent of our abilities?
- Have we given our executive officer the care, support, encouragement and recognition needed to perform effectively in this arduous role?
- Have we monitored adequately the quality of the institution's academic operations and practices?
- Have we maintained good communications with students?
- Have we maintained high-quality relationships with our off-campus constituencies?
- Have we provided for the appropriate needs of the faculty and for fair and just resolution of disputes within our institution?

Assessing the Chief Executive's Performance

- Do we, as a board, perceive evaluation of the chief executive officer as a positive process? Or are we inclined to avoid formal assessment lest it be construed by the president as a sign of dissatisfaction with his or her performance, and as a lack of confidence and support?
- Are we conducting such an evaluation at regular intervals, or only fulfilling this responsibility in a token and casual fashion during a ten-minute post-meeting executive session?
- Are we willing to make the necessary personal time commitment required for effective presidential evaluation?
- Are we willing to make the necessary financial investment?
- Of the following models, the one we consider most appropriate for our situation is:
  - one which focuses on continuation or termination of the president's appointment
  - one which focuses on in-service improvement of executive leadership

- In fulfilling this responsibility, do we prefer a process
  - — which is "closed" and restricted to the private involvement of board members?
  - — which allows participation by other institutional constituents?
  - — which involves the president in its design and as a participant by self-evaluation?
- Should we engage an "outside" person or group to facilitate the evaluation?
- In undertaking executive evaluation, do we understand and accept the concept of a board-president partnership? Do we also understand that the quality of his or her performance is inevitably and substantially affected by the quality of our own performance?

The Measure of the Institution

- As a board of an educational institution, do we understand the difference between financial auditing, on the one hand, and quality control on the other?
- Do we appreciate that both these functions are serious responsibilities of the board?
- What forms of systematic assessment are currently in place for our institution?
- Is this system adequate?
- Which individuals/groups are involved in the assessment, and what is the nature of their participation?
- What becomes of the data resulting from the assessment?

COMMITTEE MEETINGS

Financial Affairs Committee

- At what level of tuition does the law of diminishing returns apply?
- What are acceptable percentages of total budget derived from tuition, gifts, income from endowment, auxiliary services, etc.?

- In order to be readily understood and intelligently discussed, in what form should financial information be given to the board?
- Are our fund-raising activities in line with the institution's educational priorities?

Investment Sub-Committee

- Should the institution follow a "total returns" approach in its investment policies?
- What is the best division between stocks, bonds and short-term investments?
- What constitutes acceptable performance on the part of the investment agency?

Plant and Grounds Committee

- Should we recommend that the board set aside each year a determined sum for replacement and ongoing maintenance?
- What is a reasonable land acquisition policy for our institution?
- What new buildings will be needed in the foreseeable future?
- What additional grounds will be needed in the foreseeable future?
- What is a reasonable level of plant maintenance?
- Are we complying with all regulations in government contracts and in mortgages on our buildings?

Planning and Development Committee

- What are reasonable goals for a multi-faceted, fund-raising program?
- How should the board participate in such a program?
- What are some significant characteristics by which the institution should be known?
- Who are the institution's publics on and off the campus?
- How well-known and respected is the institution to these constituencies?
- How effective is our communication with our various constituencies?
- Is our alumni program well-organized, well-staffed and effective?

Nominating/Board Development Committee

- What constitutes a well-balanced board?
- Should board membership be chosen along representational lines, e.g., minorities, business, sex, religion, etc., or should members be selected on the basis of ability to contribute talent, time and treasure?
- What is the best way to identify good prospective members?
- What is the most effective way to recruit them?
- How are new trustees best initiated to (a) the institution, and (b) the work of the board?
- What constitutes a comprehensive in-service program for the effective development of our board?
- Do we have a good rotation system of board and committee membership?

Academic Affairs Committee

- Is appropriate emphasis being given to general education versus "professional and paraprofessional education"? To undergraduate versus graduate? To part-time versus full-time students?
- Is the proposed program academically important?
- Is there now, and will there continue to be, student interest in this program?
- Can we, as an institution, be outstanding in this program?
- Can this program be securely funded?
- Do our current faculty members reflect qualities consistent with our mission?
- Do we have a just and adequate salary scale in this time of inflation?
- Do we provide opportunities for professional growth?
- What is the general "character" of our students (e.g., ethnic group, academic ability, financial status, age, part-time/full-time, etc.)?
- What are our current admissions standards?
- What is our current tuition?
- What are the institution's scholarship provisions? Financial aid?
- What is the nature of our student counseling services?

Student Affairs Committee

- Are our student affairs programs in harmony with our institution's mission?
- Are student organizations, especially student government, democratically organized and conducted?
- What portion of funding is now set aside for student programs?
- Is there monitoring of accountability for this spending?
- What are our institution's policies on student publications?
- Do we have adequate recreational resources on campus? Off-campus?
- What are our policies on student participation in athletics?
- What due process and conflict resolution procedures are in current use?
- What are our policies governing convocations, assemblies, speakers?
- What are the funding priorities for student programs?

6. Topical Index*

PART ONE

Major Responsibilities of Educational Trusteeship

Main references:
Chapter III, pp. 27-46.
Chapter VII, pp. 101-117.
Related references:
Chapter I, pp. 1-13.
Chapter II, pp. 14-26.

Board's Responsibility for Student Well-Being

Main references:
Pp. 159, 168-169, 183, 203-209, 314-315, 417-418.
Related references:
Pp. 3, 53, 73-75, 107-108, 114-115, 121, 159, 183-185, 207, 313, 360, 472-473.

Board's Role in Ensuring Academic Excellence

Main references:
Chapter X, pp. 173-188; pp. 405-422.

*to the *Handbook of College and University Trusteeship*

Related references:
Pp. 8-9, 71-73, 105, 108, 110-111, 114-115, 196-198, 210-211, 219-220, 227, 471-472.

Board's Role in Institutional Development

Main references:
Chapter IX, pp. 145-172.
Related references:
Pp. 39-40, 56-57, 178-179, 267-290, 299-300, 325-327.

PART TWO

Board's Responsibility for the Mission Statement

Main references:
Pp. 33-34, 159-160, 163-165, 178-179, 372-373.
Related references:
Included above.

Planning for Future Challenges

Main references:
Chapter IX, pp. 145-172.
Related references:
Pp. 4, 24, 35-36, 105-106, 267-277.

Board-Faculty Partnership

Main references:
Chapter XI, pp. 189-209.
Related references:
Pp. 71-73, 175-188, 210-244, 245-263, 360, 472-474.

Managing Human Resources

Main references:
Chapter XII, pp. 210-244.
Related references:
Pp. 115, 245-263, 330-332, 473-474.

Living with Academic Bargaining

Main references:
Chapter XIII, pp. 245-263.
Related references:
Pp. 210-244, 474.

Board Responsibilities for Self-Study

Main references:
Chapter XVIII, pp. 363-376.
Related references:
Pp. 173-188, 225-228, 234-235, 377-404, 405-422.

Assessing Presidential Performance

Main reference:
Chapter XIX, pp. 377-404.
Related references:
Pp. 30-32, 479.

Evaluating the Institution

Main references:
Chapter XX, pp. 405-422.
Related references:
Pp. 479-480.

PART THREE

Growing Tension Between Various Segments of Higher Education

Main references:
Pp. 11, 154-157, 292, 294, 296.
Related references:
Included above.

Keeping Invested Funds in Line With Educational Needs

Main references:
Pp. 23-24, 38-40, 56, 115-116, 245, 264-303, 334-345, 350-352, 359-360, 407-411.

Related references:
Pp. 152-153, 159-168.

Effective Institutional Financial Management

Main references:
Pp. 149-150, 304-329, 476-477.
Related references:
Pp. 23-24, 75-76, 106, 267-277, 278, 280-288, 296-300, 301-303, 334-339, 340-343, 360-362, 407, 416.

Preparation of Students for the 21st Century

Main references:
Chapter IX, pp. 145-172, 470-471.
Related references:
Chapter I, pp. 1-13, 24, 35-36, 105-106, Chapter X, pp. 173-188, 193-194, 245, 373, 405-409, 417-418, 463-464.

Plant Adequacy for Present and Future Needs

Main references:
Pp. 40, 166-167, 345-347, 373.
Related references:
P. 8.

Judicial Restrictions and Interventions

Main reference:
Pp. 5-7, 291-303.
Related references:
Pp. 6, 9, 14, 125, 214, 229-231, 240-243, 246-248, 251-252, 255-259, 351-355, 358, 361.

Tenure Practices and Institutional Needs

Main references:
Chapter XII, pp. 210-244, 473-474.
Related references:
P. 7, Chapter IX, pp. 145-172, Chapter X, pp. 173-175, 193-203, Chapter XIII, pp. 245-263, Chapter XVI, pp. 330-348.

Board Involvement in Institutional Planning

Main references:
Pp. 4, 24, Chapter IX, pp. 145-172.
Related references:
Pp. 75-76, 152-155, 165-166, 373, 470-471.